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Girl Child Dropout in Primary Education in Tral Tehsil of District Pulwama, J & K

Nilofer Jan[1], Neerja Sharma[2]

Department of continuing Education and Extension, Barkatullah Vishwavidayala, Bhopal, Madhya Pradesh, India 462 026

Abstract: ***The investigation proposed to study the girl child enrolment, retention and dropout in primary schools (EMPE) of Tral tehsil of district Pulwama, J&K State during 2016-2017. Results revealed that whole tehsil was found to be comprised of 02 education zones and 120 primary schools (EMPE). Results regarding enrolment & retention revealed that in tehsil Tral out of 516 girl students enrolled in class-I during the academic year 2010-11, 509 girl students retained in class-II, 499 students retained in class-III, 409 retained in class-IV, 409 in class V and thus 26 girl students dropped during the entire course of study. Further highest dropout (14) was reported in zone Lurgam while lowest dropout (12) in zone Tral. Also highest dropout was 10 (1.97 percent) which was reported in class-III and lowest 0 (0.00 percent) was found in class-V.***

Keywords: Dropout, Primary, Education, Rural, Tral.

1. Introduction

Girl is a female child being from 0 to 18 years of age. According to Ponte [1] girl children are socially constructed category around female persons between 0 and 18 years. This period covers the stages of nursery or early child hood (0-5years), primary (6-12years), and secondary school (12-18years). During these stages, the young child (girl-child) is completely under the care of the adult who may be her parents or guardians and older one around. During this period, the girl-child's character and personality is developed and as also influenced by the environment around her. Afforma [2] states that girl is able to build her physical, mental, social, spiritual and emotional developments start and progress to get to the peak at the young adult stage.

Girl child education is that type of education which equips the women with all the necessary tools needed for the effective discharge of their own peculiar roles in the service of the nation and indeed, to booster their personal development as well. It is also an avenue that prepares an individual to acquire knowledge and skills that are life- long assets to them during the cause of their stay in this world. It is that process which becomes girl's reality effective. An educated woman understands her world and deals with society well effectively. According to Imogie [3] the prosperity of a country depends not only on the strength of neither fortifications nor the abundance of its income, but depends on the number of well and quality based citizens, that is character, enlightenment and women education. Walwana [4] said that Girls are mothers of tomorrow's generation (Nation), so they need to be educated in order to make good and productive future generation. Ocho [5] buttressed that it is a process through which girls are made functional members of their society. Shaw [6] summarized education into four components viz. the power to do, the power to know, the power to think and the power to feel. The girl-child however, should be considered along side with her opposite sex counterpart in the acquisition of desirable skills, knowledge, attitudes and understanding (education) which are all geared towards sustainable development.

Education of girls in India, particularly in rural areas is one of the major concerns of the educationists, administrators and policy makers. Out of the total children who are not attending the schools, more than two-third of them are girls. Education of girls is the prime focus of Sarva Shiksha Abhiyan (SSA) for achieving the goals of universalization of elementary education. Hence, it is considered that there is a need to visualize the status of education of girls at elementary level and the problems that usually hamper their education. Government of India exhibits a wider range of commitment on accelerating education of girls. Despite this, much need to be done to improve the educational status of girl children particularly in rural India. School dropout simply means early departure from school. These students, who leave their schools without completion their secondary school, have no certificate. School dropout is a worldwide issue faced by education department throughout the world. A number of researches have been conducted on this issue in India and abroad consistently probed the problem of drop-out. Das [7] investigated the wastage and stagnation at elementary level in the state of Assam and concluded that the rate of wastage and stagnation among girls was higher than that of boys. Pillai *et al.* [8] studied the drop-out in primary school in Kerala and revealed that the percentage of drop-out was higher among boys than girls and also higher in SCs, STs and other backward communities. Pratinidhi *et al.* [9] found no significant difference in overall drop-out rates by both sexes. Hussain [10] found the rate of wastage was highest in the first two classes and single teacher schools. Gyaneswar [11] revealed that the rate of wastage and stagnation amongst pupils in rural areas was higher than that of urban schools. Vyas *et al.* [12] found that the drop-out rate of girls was higher than boys; drop-out rate of urban schools was also higher than rural schools. Study conducted by Verma [13] indicated that girls drop-out rates was higher in rural areas than in urban areas and the causal factors were illness of parents, divorce of parents, death of parents, unfavourable attitude towards girls education, working with parents for earning. Bhat *et al.* [14] investigated the student dropout in education in Kupwara district of Jammu & Kashmir and concluded that the drop-out rate of primary school was 0.19 percent. A similar investigation was carried out by Naidu [15] which revealed higher drop-out rates

among girls than boys. Subramaniam [16] indicated that the drop-out rate was higher among boys than the girls. Nakpodia [17] reported higher drop-out rate among male students than female students. Shabnum [18] reported 2.49 percent girl child dropouts in primary schools of Aishmuqam zone of district Anantnag of Jammu and Kashmir while as Siddiqui and Mujiaba [19] reported 27.35 percent girl child dropout in primary schools of both rural and urban primary schools of Poonch district of Jammu and Kashmir. The perusal of literature revealed that no information is available on the girl child dropout rate in primary education in tehsil Tral of district Pulwama. So, an effort was made to find the dropout rate of girls in primary education schools of tehsil Tral, Kashmir J & K.

2. Materials and Methods

It includes area of study, sample selection, tool, method of data collection and statistical analysis procedure.

2.1 Area of study

Tral which is one of the four tehsils of Pulwama district of Jammu & Kashmir, India was selected to conduct this study. The total geographical area of this tehsil is 170.48 square kilometre with population density of 935 per sq.km. There are 66 villages, 1 town and 2 education zones in this tehsil. As per the Census India 2011, Tral tehsil has 21618 households, with a population of 129371 of which 66755 are males and 62616 are females. The population of children between ages 0-6 is 20939 out of which 11199 are male and 9740 are female. The sex-ratio of this tehsil is around 915 compared to 889 which is average of Jammu & Kashmir state. The literacy rate of this tehsil is 53.60% out of which 64.01% males are literate and 43.19% females are literate.

2.2 Sample of the study

It consisted of girl child students of primary schools (EMPE) of tehsil Tral. This tehsil consists of 2 education zones and 120 primary schools (EMPE). In the present study, the researcher used simple random sampling method in which every member of the population of community gets the equal chance of selection.

2.3 Population and sample size

The population of the study was consisting of girl students' in all primary schools (EMPE) of all zones of tehsil Tral. For knowing number of zones, Primary schools (EMPE) and roll of teachers in such schools of tehsil Tral, all zones (2) and Primary schools (EMPE) (120) were selected as sample, while as for studying enrolment, retention and girl child dropout, all Primary schools (EMPE) (120) were selected as sample.

2.4 Tool used in the present study

The following tools were employed to collect the data for present investigation:

Information schedule-A (for zone): was prepared and administered by the investigator to collect the information regarding number and location of education zones and primary schools (exclusively meant for primary education) existing in all zones of tehsil Tral. This schedule was also administered by the researcher to collect information about the number of teachers (Male & Female) working in the primary schools (exclusively meant for primary education) of all zones of tehsil.

Information schedule-B (for school): was prepared and administered by the investigator with the purpose to collect information regarding the enrolment, retention and the drop-out of girl students of all the classes in all primary schools (exclusively meant for primary education) of tehsil Tral from 2010-11 to 2014-15 so as to find out their dropout in the age group of 6-11.

2.5 Procedure for data collection

A multistage random sampling technique was used for collection of the required data from all zones and primary schools of tehsil Tral for present investigation. Before visiting these zones and schools necessary permission was taken from Director Education Kashmir (J&K) for collecting the required information. The whole work was divided into two phases. During first phase information was obtained regarding number and location of education zone, number & name of primary schools (exclusively meant for primary education) and number of teachers (male & female) working in such schools of tehsil Tral (Information schedule-A), while as during second phase of sampling, all the primary schools (exclusively meant for primary education) existing in each zone were surveyed to collect the information regarding the enrolment, retention and the drop-outs of girl students of all the classes in the age group of 6-11. In each school admission registers, attendance registers and result books from academic year 2010-11 to 2014-15 were consulted to collect required information (Information schedule-B). After collecting the required information i.e. year wise enrolment, retention & dropout of girl students from 2010-11 to 2014-15, the whole data was tabulated for analysis. Finally the dropout percentage of girl students was calculated by using the cohort method with the help following formula.

$$\text{Dropout rate} = \frac{\text{Number of girl students dropout during the course}}{\text{Number of girl students enrolled for the course}} \times 100$$

2.6 Statistical Analysis

The analysis of the data was done in accordance with the objectives of the study by using following statistical techniques.

1) Graphical representation.
2) Percentage statistic.
3) 't' test.
4) Chi square test and ANOVA.

3. Results & Discussion

Data presented in Table 1 showed that over the course of this study, the whole tehsil was found to be comprised of 02 education zones and 120 primary schools (EMPE). In addition to that the enrolment of teachers in such schools was 272, out of which 194 were male and 78 were female teachers (Fig. 1).

Further the data in Table 1 indicated that in zone Tral there were 52 primary schools (EMPE) in which 104 teachers were found working of which 77 were males and 27 females, while as in zone Lurgam there were 68 primary schools (EMPE) and 168 teachers were found working in such schools out of which 117 were males and 51 females (Fig.1).

Data presented in Table 2 shows that in zone Tral out of 246 girl students enrolled in class-I during the academic year 2010-11, 244 students retained in class-II during the academic year 2011-12, 238 students retained in class-III during the academic year 2012-13, 234 retained in class-IV during the academic year 2013-14 , 234 also in class V during the academic year 2014-15 and thus 12 students dropped during the entire course, while as in zone Lurgam out of 270 girl students enrolled in class-I during the academic year 2010-11, 265 students retained in class-II during the academic year 2011-12, 261 students retained in class-III during the academic year 2012-13, 256 retained in class-IV during the academic year 2013-14, 256 in class V during the academic year 2014-15 and thus 14 students dropped during the entire course. These findings agree with those of Siddiqui and Mujiaba [19] who also reported 183 girl student dropouts in primary schools of Poonch district of Jammu and Kashmir, while as Shabnum [18] reported 95 girl child dropouts in primary schools of Aishmuqam zone of district Anantnag of Jammu and Kashmir.

Thus data presented in Table 2 finally indicated that in tehsil Tral out of 516 girl students enrolled in class-I during the academic year 2010-11, 509 girl students retained in class-II during the academic year 2011-12, 499 students retained in class-III during the academic year 2012-13, 409 retained in class-IV during the academic year 2013-14, 409 in class V during the academic year 2014-15 and thus 26 girl students dropped during the entire course of study. Further the data also revealed that highest dropout (14) was found in zone Lurgam while lowest dropout (12) was reported in zone Tral of tehsil Tral (Fig. 2).

Table 1: Showing the number of education zones, primary schools (EMPE) & teachers working in such Schools of tehsil Tral

S.No.	*Tehsil*	*Zone*	*No. of Primary Schools (EMPE)*	*No. of Teachers*		
				Male	*Female*	*Total*
1	Tral	Tral	52	77	27	104
2		Lurgam	68	117	51	168
Total		02	120	194	78	272

Table 2: Showing the zone, class and year wise girl student enrolment, retention and dropout in primary schools (EMPE) of tehsil Tral (2010 -2014).

S.No.	*Name of Zone*	*Number of Schools (EMPE)*	*Year & class wise girl student enrolment & retention*					*Dropout during course*
			Class-I 2010-11	*Class-II 2011-12*	*Class-III 2012-13*	*Class-IV 2013-14*	*Class-V 2014-15*	
1	Tral	52	246	244	238	234	234	12
2	Lurgam	68	270	265	261	256	256	14
Total	02	120	516	509	499	490	490	26

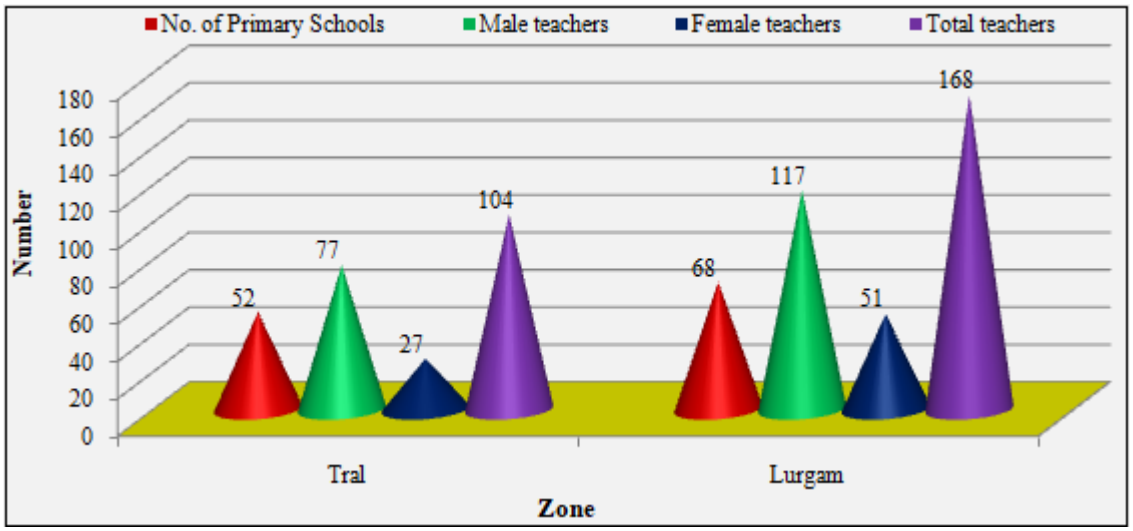

Figure 1: Number of primary schools (EMPE) and teachers in different zones of Tral tehsil.

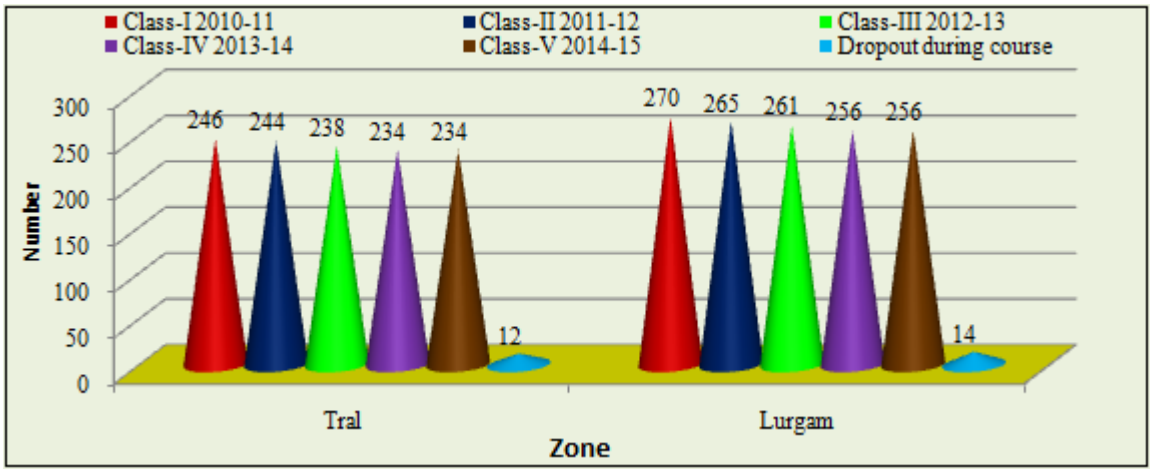

Figure 2: Class-wise girl child enrolment, retention & dropout in primary schools (EMPE) of different zones of Tral tehsil during 2010-2014.

Table 3 reveals that drop-out rate of girl students of all the classes in all primary schools (EMPE) of zone Tral from 2010-11 to 2014-15 was 4.87 percent (12) of which 0.81 percent (2) students dropped-out in class-II, 2.45 percent (6) dropped-out in class-III, 1.68 percent (4) dropped-out in class-IV and no dropout was reported in class-V, while as in zone Lurgam total drop-out rate of girl students of all the classes in all primary schools (EMPE) from 2010-11 to 2014-15 was 5.18 percent (14) of which 1.85 percent (5) students dropped-out in class-II, 1.50 percent (4) dropped-out in class-III, 1.91 percent (5) dropped-out in class-IV and no dropout was reported in class-V.

Finally data presented in Table 3 indicated that in tehsil Tral total drop-out rate of girl students of all the classes in all primary schools (EMPE) from 2010-11 to 2014-15 was 5.02 percent (26) of which 1.33 percent (7) students dropped-out in class-II, 1.97 percent (10) dropped-out in class-III, 1.79 percent (9) dropped-out in class-IV and no dropout was reported in class-V. This finding is supported by the findings of Shabnum [18] who reported 2.49 percent girl child dropouts in primary schools of Aishmuqam zone of district Anantnag of Jammu and Kashmir while as Siddiqui and Mujiaba [19] reported 27.35 percent girl child dropout in primary schools of both rural and urban primary schools of Poonch district of Jammu and Kashmir. However, the finding of Naidu [15]; Ayodele, *et al.* [20]; and Sajjid, *et al.* [21] contradicts the present finding. Further the data also indicated that highest dropout rate (5.18 percent) was found in zone Lurgam while lowest dropout rate (4.87 percent) was reported in zone Tral of tehsil Tral. In addition, the data in Table 3 also revealed that highest dropout was 10 (1.97 percent) which was reported in class-III and lowest was 0 (0.00 percent) which was found in class-V in all primary schools of tehsil Tral (Fig. 3).

Table 3: Showing the zone, class and year wise girl student dropout percentage in primary schools of tehsil Tral (2010 -2014).

S. No.	Name of Zone	Girl student drop-out									
		Class-II 2011-12		Class-III 2012-13		Class-IV 2013-14		Class-V 2014-15		Total 2010-14	
		Dropout	Prop.	Dropout	Prop.	Dropout	Prop.	Dropout	Prop.	Dropout	Proportion
3	Tral	02.00	00.81	06.00	02.45	04.00	01.68	00.00	00.00	12.00	04.87
4	Lurgam	05.00	01.85	04.00	01.50	05.00	01.91	00.00	00.00	14.00	05.18
Total		07.00	1.33	10.00	1.97	09.00	1.79	00.00	0.00	26.00	5.02

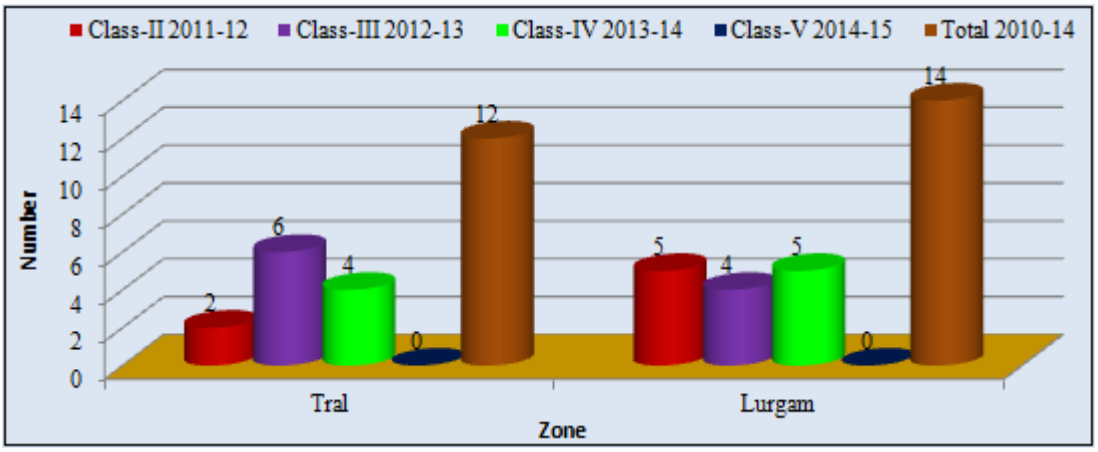

Figure 3: Class-wise girl child dropout (Primary schools) in different zones of tehsil Tral during 2010-2014

Hypothesis: "There is no significant difference in mean score of year wise and class wise enrolment and retention score of girl child education".

Table 4: Difference in mean score of year wise and class wise enrolment and retention score of girl child education.

Variable		*Sum of squares*	*df*	*Mean square*	*F*	*Sig.*
Enrolment & Retention of Girl child	Between Groups	787.85	4	196.962		Not significant at 0.05 percent level
	Within Groups	75363.125	35	2153.232	0.091	
	Total	76150.975	39	-		
Year	Between Groups	80	4	20		
	Within Groups	0	35	0		
	Total	**80**	**39**	-		

* Significant at 0.05 level.

In order to test the Hypothesis "There is no significant difference in mean score of year wise and class wise enrolment and retention score of girl child education". From the above table it is evident that calculated 'f' value is 0.091 at 0.05 percent level of significance. The table value is 0.192. Thus calculated 'f' value i.e. 0.091 is lower than the table value 0.192 at 0.05. Therefore the calculated value is not significant at 0.05 percent level of significance. Hence, the null hypothesis is accepted. Finally, it is concluded that there is no significant difference in mean score of year wise and class wise enrolment and retention score of girl child education. Following analysis shown in Fig. 4.

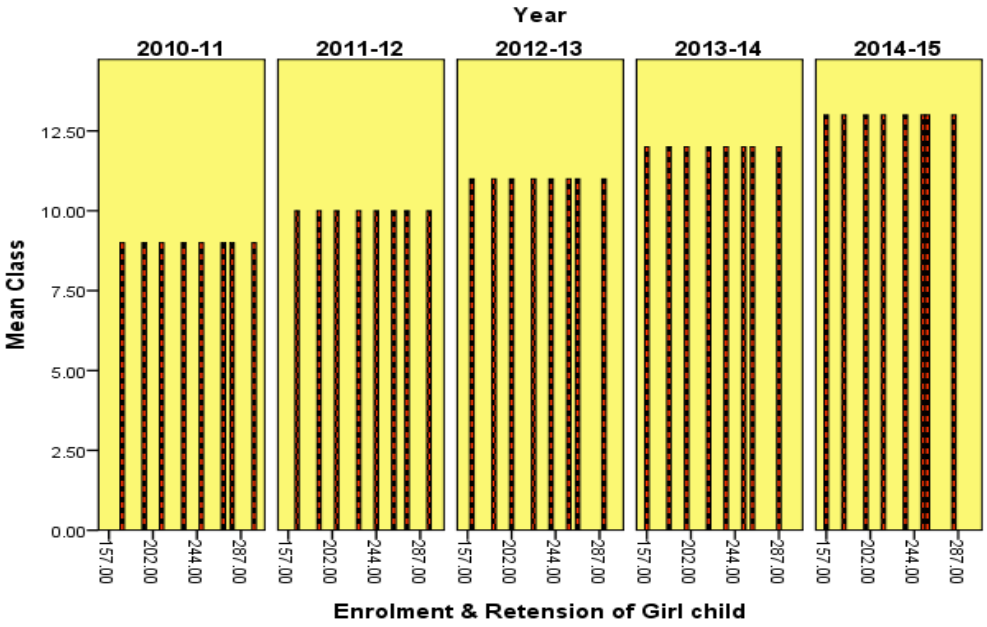

Figure 4: Difference in mean score of year wise and class wise enrolment and retention score of girl child education

4. Conclusion

Finally it has been concluded that whole tehsil of Tral was found to be comprised of 02 education zones, 120 primary schools (EMPE) and enrolment of teachers in such schools was 272, out of which 194 were male and 78 were female teachers. Results regarding enrolment & retention revealed that in tehsil Tral out of 516 girl students enrolled in class-I during the academic year 2010-11, 509 girl students retained in class-II, 499 students retained in class-III, 490 retained in class-IV, 490 in class V and thus 26 girl students dropped during the entire course of study. Further highest dropout (14) have been reported in zone Lurgam while lowest dropout (12) in zone Tral. Present study also clarified that in tehsil Tral total drop-out rate of girl students of all the classes in all primary schools (EMPE) from 2010-11 to 2014-15 was 5.02 percent (26) of which 1.33 percent (7) students dropped-out in class-II, 1.97 percent (10) dropped-out in class-III, 1.79 percent (9) dropped-out in class-IV and no dropout was reported in class-V. Further highest dropout rate (5.18 percent) was found in zone Lurgam and lowest (4.87 percent) in zone Tral. In addition, highest dropout was 10 (1.97 percent) which was reported in class-III and lowest 0 (0.00 percent) which was found in class-V.

5. Suggestions

Following efforts can be made to help the girl students to stay in the schools:

- Vigorous efforts should be made to increase the enrolment of girl students at the primary and upper primary levels of education.
- The infra-structure and other school facilities should be provided to all elementary schools so that students will develop interest towards their studies.
- Various incentives like scholarships, free uniform, books etc should be provided to out of school children to motivate them for education.
- Training should be given to teachers so that they will become able to motivate the students towards their studies.
- There should be an interaction programme between teachers and parents of students so that the parents may develop keen attention towards the studies of their children.
- Ban corporal punishment in schools.
- Make aware and motivate parents about value of girl's education.
- Strategies may be adopted to reduce frequent absenteeism of girl students from school.

- Mass mobilization campaigns may be launched for motivating parents for the schooling of their female offspring.

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